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## EDITORIAL NOTES

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One of the latest contributions to the problem of college entrance requirements is found in the *Thirteenth Annual Report of the Schoolmasters' Association of New York and Vicinity*, which contains several addresses and brief reports of discussions bearing on this general topic. Principal Wilson Farrand asks, "Are college requirements too great in quantity?" and answers the question "unhesitatingly in the affirmative." Using the Columbia scale of points, he estimates that the entrance requirements for Princeton and Yale amount to something over 16 points, and for Harvard 17 or 18 points. Columbia requires 15, and a group of colleges, such as Cornell, Amherst, Williams, and others, require 14. Western institutions are not mentioned by Principal Farrand, but they present a somewhat similar range of variation in requirements. Preparatory schools, however, must plan their courses in most cases for the colleges requiring the maximum preparation.

Sixteen points of work call for twenty periods a week for four years. The "Committee of Ten named twenty periods a week, but stipulated that this was to be the maximum, not the normal number," and also further stated "that where the full number of periods was given at least five of the twenty should be unprepared." "It appears to be the assumption of the colleges that they may reasonably frame requirements demanding 20 prepared recitations a week." "On the strength of the committee's report the colleges are demanding what the Committee of Ten never dreamed of authorizing." As to the allowance of time for individual subjects, "almost any one of the required subjects can be covered in the time allowed, provided the demands in other directions are not too great; but the sum total of them all is more than the ordinary boy or girl can wisely or reasonably be expected to carry." They not only leave small time or no time for any studies besides the college requirements, but they prevent by their quantity the best quality of work in the very subjects offered.

A special feature of the difficulty is the proportion of the required work that must be done in the last two years. "No arrangement of a course of study, no beginning of Latin and Geometry earlier, has yet succeeded in making a sixteen-year-old mind eighteen years of age." The congestion in the last two years distracts the student's mind, and the quantity of work to be covered is so great that proper assimilation is impossible.

The indictments brought by Principal Farrand were almost without exception concurred in by other papers and by the discussions which followed them. Mr. Farrand proposed three remedies for consideration. First a

halt in the increase of requirements which has been going on for several years. Instead of using the time gained from better work in the elementary schools to do more of the freshman work in the high school, "we plead to be allowed to use this time for improving the quality of what we are already doing." The second proposal is that the colleges cut off some of the recent additions of individual subjects. The College Entrance Examination Board is setting a definite standard of attainment in the different secondary school subjects higher than that generally enforced hitherto by the individual colleges. This "makes it possible to reduce the quantity demanded without any lowering of standard." Whether the reduction be made in Latin and Greek composition, in algebra, in geometry, in making physics more descriptive and less mathematical, or in shortening the period covered by ancient history, is a matter for later discussion. The third proposal is one which Mr. Farrand makes without much hope that it will be accomplished. It is that one or more of the leading colleges should "squarely face the situation and reduce the requirements to 15 or even 14 points."

It is noteworthy that the discussion on the part of all who are represented in the report proceeds almost entirely from the intellectual considerations. We believe that a very strong reinforcement of this position could be made from the standard of the health of boys and girls, particularly of the girls. The women's colleges of the country probably graduate their students in better physical health than they had at entrance. Few would make this claim for the secondary schools. The high-school period, it is commonplace to say, is the more critical period in determining the health of women. Another line of criticism which is in some degree closely related to the last is the narrow range of subjects which are as yet regarded as proper subjects for recognition by college entrance requirements. History, language, mathematics, physics, are the only subjects recognized by many colleges. Manual training or shop work, domestic science, drawing, music, have little or no sanction as forming any proper part of the education of young people. It may be granted that in many cases these have not yet been well organized. But those who have kept close enough to the growing life of boys and girls to appreciate its need for expansion along other than narrow academic lines and to deprecate the atrophy of any faculty; those who have seen the vigor and accuracy demanded by well organized shop work; or, finally, those who believe that our secondary schools are failing to give adequate preparation for American citizenship unless they utilize their opportunity to interest boys and girls in the simpler aspects of social needs and forces—all these will join in the conviction that our high-school curriculum needs reshaping in the subjects studied as well as in the quantity of work required.